

SCHOOL REPORT CARD

2003-2004

-Commonwealth of Kentucky-

James A Caywood Elementary School

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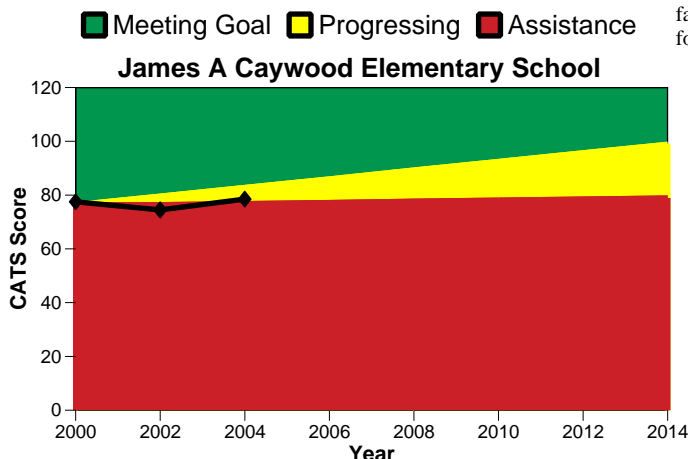


Dear Parents/Guardians:

Here is our school's report card for the 2003-2004 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	76.4		77.5
2002	79.6	76.4	74.5
2004	82.8	76.8	78.5
2006	86	77.2	
2008	89.3	77.7	
2010	92.5	78.1	
2012	95.7	78.5	
2014	98.9	78.9	
Standard Error: 1.1			

About Our School

James A. Caywood Elementary was built in 1955, and the student body is composed of students from the residential areas of Edgewood, Lakeside Park, Erlanger, and Elsmere. With a long tradition of high student performance and expectations, Caywood students continue to meet the demands and expectations of today's society. Our mission is to help all children achieve in a nurturing, safe, challenging environment, where families, staff, and community work together to ensure mutual respect and success. We believe that (1) teachers and students should be active learners, (2) teachers should utilize assessment tools to guide/facilitate instruction, (3) every child through high expectations and quality teaching can reach their full potential and (4) education is more than academics...it's a life skill. During the 2002-2004 Commonwealth Accountability Testing System (CATS) cycle, our school was designated as Progressing. Caywood Elementary met all 9 identified targets for federal NCLB (No Child Left Behind) accountability. In the fall of 2005, we will move to the new Caywood campus on Turkeyfoot Road. This state-of-the-art facility incorporates the latest innovations in energy conservation including geothermal heating and cooling, natural lighting, and a rain-catching system. We are excited about the enhanced learning opportunities this facility will promote for our students.

How Our School Ensures Educational Equity

Students at James A. Caywood Elementary are presented with various activities which ensure educational equity. Our RBTL (Reducing Barriers To Learning) Committee addresses academic needs as well as social and emotional concerns through school-wide assemblies. Through the Comprehensive School Improvement Plan, the SBDM Council develops and monitors activities and strategies integral to ensuring educational equity. Special Education services support students through Individual Education Plans. Extended School Services (ESS) address the needs of at-risk students through after-school tutoring programs, and Project ASCENT is a program to serve gifted students who qualify. In addition, we support students with limited English proficiency through ESL (English as Second Language) services to ensure their success.

School Enrollment (end of year membership 2003-2004): 372

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished		
	School	District	State	School	District	State	School	District	State
Reading 4th	3%	7%	11%	27%	18%	22%	69%	74%	67%
Science 4th	3%	4%	7%	36%	35%	38%	61%	61%	55%
Writing 4th	3%	5%	9%	45%	54%	52%	53%	41%	39%
Mathematics 5th	37%	15%	23%	21%	27%	29%	41%	57%	48%
Social Studies 5th	33%	13%	21%	24%	21%	24%	43%	66%	56%
Arts & Humanities 5th	31%	19%	27%	59%	52%	51%	10%	29%	22%
PL/VS 5th	23%	10%	15%	26%	24%	27%	51%	65%	58%

Academic Index		
School	District	State
90.4	93.2	86.8
97.5	91.8	87.5
82.4	75.4	72.3
66.9	85.6	77.1
67.7	89.5	81.8
49.8	65.6	58.3
74	89.7	82.4

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
End of Primary (EOP) Reading	72%ile	68%ile	64%ile	50%ile
EOP Language Arts	67%ile	66%ile	62%ile	50%ile
EOP Mathematics	73%ile	70%ile	66%ile	50%ile

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2002-2003 school year.

	Attendance Rate	Retention Rate
School	95.8%	0%
District	95.4%	3.1%
State	94.3%	3.4%

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

Elementary students have few opportunities to become involved in state contests, so we encourage our students to become involved in these local programs: D.A.R.E. Junior Achievement Caywood Chorus Second Step Program Conservation Program 4-H Programs

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	83%	77%	82%
Average Years of Teaching Experience	16.7	13.5	11.9

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

Procedures in Place in Our School for Drug and Weapons Detection

We continue to seek out programs which will help us secure a safe and drug-free environment for the students at James A. Caywood Elementary. School safety plans help us look a total building safety. D.A.R.E continues to be an excellent drug-prevention program. Second Step, a curriculum which focuses on individual student needs, improves student options when problems arise. Our goal is prevention, intervention, and crisis response through positive procedures, such as focusing on achievement, involving families in meaningful ways, developing links to the community, emphasizing relationships among students and staff, discussing safety issues openly, treating students with respect, creating ways for students to share their concerns, helping children feel safe expressing their feelings, having a system for referring children who are suspected of being abused or neglected, and offering counseling and support.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This
Aggravated Assault (with intent to cause injury)	0	0
Drug Abuse Violations	0	0
Weapons Violations	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$5227	17:1	5.1:1	100%
District	\$6902	18:1	5.2:1	100%
State	\$7007	16:1	3.8:1	100%

How We Use Technology to Teach

Students are using technology in various ways to enhance the learning process. Word processing and presentation software help students communicate their learning in the classroom. Internet research brings resources to students through the click of a mouse. E-mail communication with other students builds communication skills in this important medium. Tutorial and skill-building software target specific student needs. Staff members are constructing web sites for student and parents and e-mailing parents and other educators throughout the state to improve communication. Building-level Technology Resource Teachers support teachers through training and collaboration in designing instruction which maximizes learning through technology. Teachers reflect on their progress through building-level POGAs, a tool to record and share their growth and achievement in using technology as a means to enhance student learning.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	357	25	11	2500

Awards and Recognition
Southern Association of Colleges and Schools (SACS) Accreditation Blue Ribbon School (1993-94) Reward School (1992-94) Reward School (1994-96) Reward School (1998-2000) Pacesetter Award (Accountability Cycles 1991 to 1996)

What We Are Doing To Improve
Our School-Based Decision Making (SBDM) Council and Caywood staff continually assess our strengths and needs to provide improved learning experiences for all students. We have established committees to align with the Comprehensive School Improvement Planning process, and we determine our areas of greatest need by analyzing CATS data, Effective Schools Surveys, and CTBS test scores. Goals and strategies are developed and supported through staff training and professional development. We are presently realigning our curriculum with the Core Content for Assessment and Program of Studies. In a focused effort, we are constantly striving to improve instruction so students will acquire those skills necessary to achieve at high levels. On-demand and open response assessments continue to be a major focus as a core area for improvement, with additional focus on math and reading.

How to Get More Information
Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Table with 2 columns: Member's Name, Phone. Rows include Dwight Raleigh, Principal; Belinda Tuttle, Parent; Diana Long, Parent; Wendy Furman, Teacher; Julie Reinhart, Teacher; Sue Miller, Teacher.

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



TO THE PARENTS OF:
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